ARIZONA LEARNS and the No Child Left Behind Act of 2001: Assessment & Accountability

August 2003

Arizona Department of Education

Tom Horne

Superintendent of Public Instruction



No Child Left Behind (NCLB)

- New federal law, signed January 8, 2002
- Law amends the Elementary and Secondary Education Act of 1965
- Major themes:
 - Close the achievement gap within 12 years
 - Hold districts and schools accountable for student learning
 - Enhance services, providing options for students in schools that are not improving



NCLB Assessment

- Annual reading and mathematics testing for grades 3-8, plus once in grades 10-12 by 2005-2006
- By 2007-2008, science will be tested once in each grade cluster: 3-5, 6-9, and 10-12
- All students must be tested, including English language learners (after in U.S. for three years) and most special education students



NCLB Accountability

- Adequate Yearly Progress (AYP) targets for school growth – schools have 12 years to ensure every student is proficient (2013-2014)
- Applies to schools, districts, and states
- Data must be disaggregated by economic status, race and ethnicity, students with disabilities, and English language learners
- 95 percent of students must be tested



NCLB Accountability (cont.)

Overview of consequences:

- Stage 1 School Improvement
 - If Title I school fails to make AYP for two consecutive years:
 - Must develop an Arizona School Improvement Plan (ASIP)
 - Must offer students transfer option to higher performing public schools within the district
 - If school fails to make AYP for three years, supplemental services must be provided



NCLB Accountability (cont.)

Overview of Consequences:

- Stage 2 Corrective Action
 - After not making AYP for four years, school improvement efforts continue
 - District must take one or more of these actions:
 - Seek an outside expert to evaluate school plan
 - Develop a new curriculum
 - Replace selected staff
 - Modify school schedule



NCLB Accountability (cont.)

Overview of Consequences:

- Stage 3 Restructure
 - After not making AYP for five years, school must be restructured
 - Options include:
 - Establishment of a charter school
 - Replacement of principal and most staff
 - Management by another entity
 - Takeover by state



NCLB School Choice

- If a school does not meet AYP for two consecutive years, it must:
 - Notify parents of option to transfer student to another school within the district that is not identified for improvement
 - Provide transportation according to guidelines
 - Develop capacity to offer choice opportunities, addressing space issues



NCLB Supplemental Services

- Provided to students from low-income families who remain in Title I schools that fail to meet targets or AYP for three or more years
 - Services offered through state-approved public- or private-sector providers
 - Services may include tutoring and afterschool programs



NCLB Parent Information

- Requires districts to inform parents about the choice options available to district students in schools identified for improvement
- Requires districts to inform parents that supplemental services will be available to lowincome students attending chronically failing schools
- Establishes parents' "right to know" provision



- Requires districts and schools to provide easy-to-read, detailed report cards
 - Included in the report cards are:
 - State assessment results by performance level
 - Percentage of each group of students not tested
 - Graduation rates for secondary school students
 - Performance of school districts on AYP
 - Made available no later than beginning of the school year



Arizona Assessment

- Arizona's Instrument to Measure Standards (AIMS)
 - Reading, writing, and mathematics
 - Currently administered in grades 3, 5, 8, and high school
 - By 2004-2005 school year, administered in grades
 3-8 and high school
- Measure of Academic Progress (MAP)
 - Used to measure individual student growth



Arizona Accountability

- Established in ARIZONA LEARNS (A.R.S. §15-241)
 - "Purposeful accountability" school accountability accompanied by a strong system of school improvement
- Recently revised to reflect NCLB requirements (House Bill 2277 passed in May 2003)



ARIZONA LEARNS

- Mandates research-based method of school evaluation
- Achievement Profile used to determine school classification that designates each public school as one of the following:
 - Excelling
 - Highly Performing
 - Performing
 - Underperforming
 - Failing (to Meet Academic Standards)



ARIZONA LEARNS (cont.)

- Establishes timeline and set of consequences for schools designated as *Underperforming* or *Failing* (to Meet Academic Standards):
 - Develop Arizona School Improvement Plan (ASIP)
 - Present ASIP to public
 - Develop and disseminate written notice of designation to each residence within attendance area of school
 - Face possible restructuring or alternate governance/operation of school

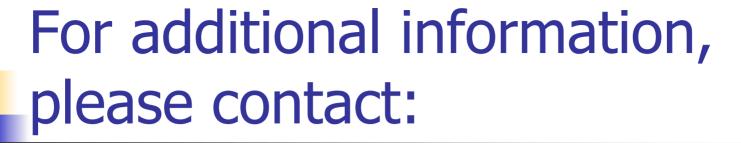


- Assess 95 percent of the total enrolled student population (including disaggregated student groups) using AIMS
- Meet state's annual target percentage of students demonstrating proficiency on state academic standards
- Meet target attendance rate or demonstrate improvement (elementary schools only)
- Meet target graduation rate or demonstrate improvement (secondary schools only)



- Elementary school indicators:
 - Student performance on AIMS
 - AYP as defined by NCLB
 - MAP

- Secondary school indicators:
 - Student performance on AIMS
 - AYP as defined by NCLB
 - Dropout rate
 - Graduation rate



- Dr. Ildiko Laczko-Kerr
 Deputy Associate Superintendent
 Research and Policy Section
 (602) 542-5151, e-mail: ilaczko@ade.az.gov
- Garett Holm
 Education Policy Analyst
 Research, Standards and Accountability
 (602) 364-1981, e-mail: gholm@ade.az.gov